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AUTHOR Rendon, Laura I.
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ABSTRACT

The focus of this paper is on issues and concepts in the retention and recruitment of Hispanic students in post-secondary education. First, national post-secondary enrollment declines are projected and the implications of these declines are discussed for admissions and recruitment personnel. Next, the report considers Hispanic enrollments in Michigan and reviews the significance of these findings for recruitment. Two major findings are noted: the underrepresentation of Hispanics at every level of higher education and the concentration of Hispanic students in community colleges. Questions raised by these findings are then posed. The next section suggests two-year college recruitment strategies (e.g., aim literature at non-traditional students, emphasize the transfer function and articulation, and provide satellite centers and flexible scheduling); recommends several retention strategies (e.g., insure quality curricula and staff and provide counseling before and after transfer); and suggests areas for research. Suggestions for recruitment, retention, and research regarding Hispanic students at four-year colleges are provided next, based on a report by the University of Michigan Coalition of Hispanics for Higher Education. These relate to offering Hispanic culture courses, enhanced support systems, financial aid, articulation agreements with Michigan community colleges, contacts with Hispanic communities, studies of attrition, and increasing Hispanic representation in administration, faculty, and students. (KL)

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THE THREE R'S FOR HISPANICS IN HIGHER EDUCATION: Retention, Recruitment, and Research

Laura I. Rendón
Center for the Study of Higher Education
The University of Michigan
Ann Arbor, Michigan

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Lansing, Michigan

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I understand that the purpose of this Annual Meeting is two-fold: (1)professional development, and (2)preparing CRAH for the 1981-82 school year.

In keeping with these two objectives, I have decided to focus my presentation on three major areas that I think are critical to higher education and to Hispanics, particularly in this decade. I will refer to them as the Three R's:

1. Recruitment
2. Retention
3. Research

I will deal more with issues and concepts than I will with statistical data because I am sure that all of us know the grim, dismal statistics that portray Hispanic participation, not only in Michigan, but in the nation. On the other hand, there are many concerns, many unresolved questions, and some philosophical dilemas that I feel have not been properly addressed. I hope that today we can at least begin to think about some of these pertinent issues and that by highlighting the implications that these issues pose on Hispanics, we will gain a better sense of where we are at and where we want to go for the future.

Before I begin to deal with the Three R's, let me first reveiw for you the overall scenario of higher education as it enters the threshold of the 1980's, both from a national, and from a state perspective.

National Perspective

If there is one consistent factor that higher education officials believe characterizes the 1980's, it is that times will be bad for colleges, but good for students.

On one hand, colleges and universities are expected to be hit with a major drop in college enrollment (Carnegie Council, 1980). The major reason for the projected enrollment drop is the decline of the 18 to 24 years of age cohort, reaching a peak of 29.5 million in 1981, and then falling to 23.2 million by 1995, a drop of more than 21 percent (Peckman, 1980:235).

On the other hand, students may well find the decade their Golden Age: "They will be recruited more actively, admitted more readily, retained more assidiously, counselled more attentively, graded more considerately, financed more adequately, taught more conscientiously, placed in jobs more insistently, and the curriculum will be more tailored to their tastes" (Carnegie Council, 1980:54).

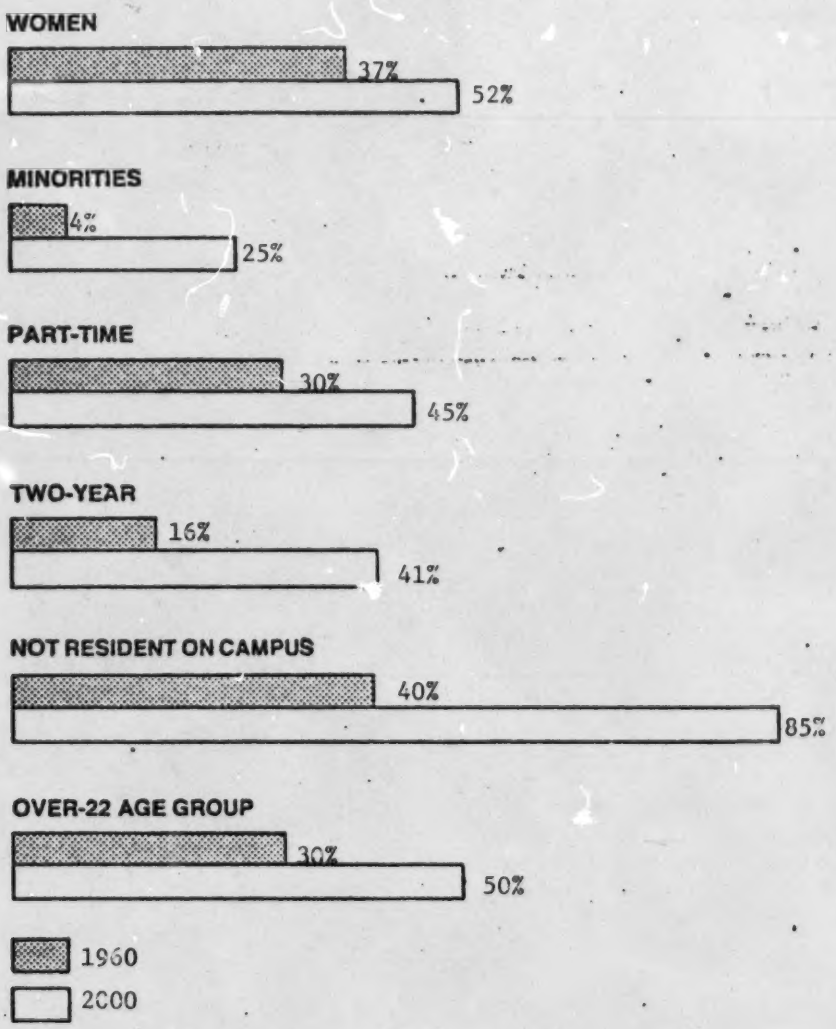
While the pool of traditional students will decline, the number of non-traditional students is expected to increase: We will see more women, minorities, part-timers, two-year students, commuters, and the over 22 years of age cohort (Figure I).

Some institutions and some areas of the nation will sustain the hardest losses. Table I presents institutions of higher education by apparent degree of vulnerability to enrollment declines. Among the least vulnerable include major research universities such as The University of Michigan, UCLA, Harvard, Yale, Berkley, etc. and selective liberal arts colleges such as Kalamazoo College and public two-year (community colleges). More vulnerable institutions include less selective liberal arts colleges and private two-year colleges.

FIGURE I

Three Thousand Futures

Figure 1. Undergraduate student characteristics in 1960 and 2000 (projected)



Sources: U.S. Bureau of the Census (1964); U.S. NCES (1972); and Carnegie Council estimates.

TABLE I

Three Thousand Futures

Table 6. Classification of institutions of higher education by apparent degree of vulnerability, 1978[a]

	Institutions		*Enrollment*
	Number	*Percentage*	*Percentage of full-time equivalent enrollment*
Less vulnerable	1,144	45	51
Research universities	98	4	20
Selective liberal arts colleges	123	5	2
Public two-year colleges	923	36	29
Vulnerable	679	27	43
Doctorate-granting universities	86	3	12
Comprehensive colleges and universities	593	23	31
More vulnerable	723	28	6
Less selective liberal arts colleges	468	18	4
Private two-year colleges	255	10	2

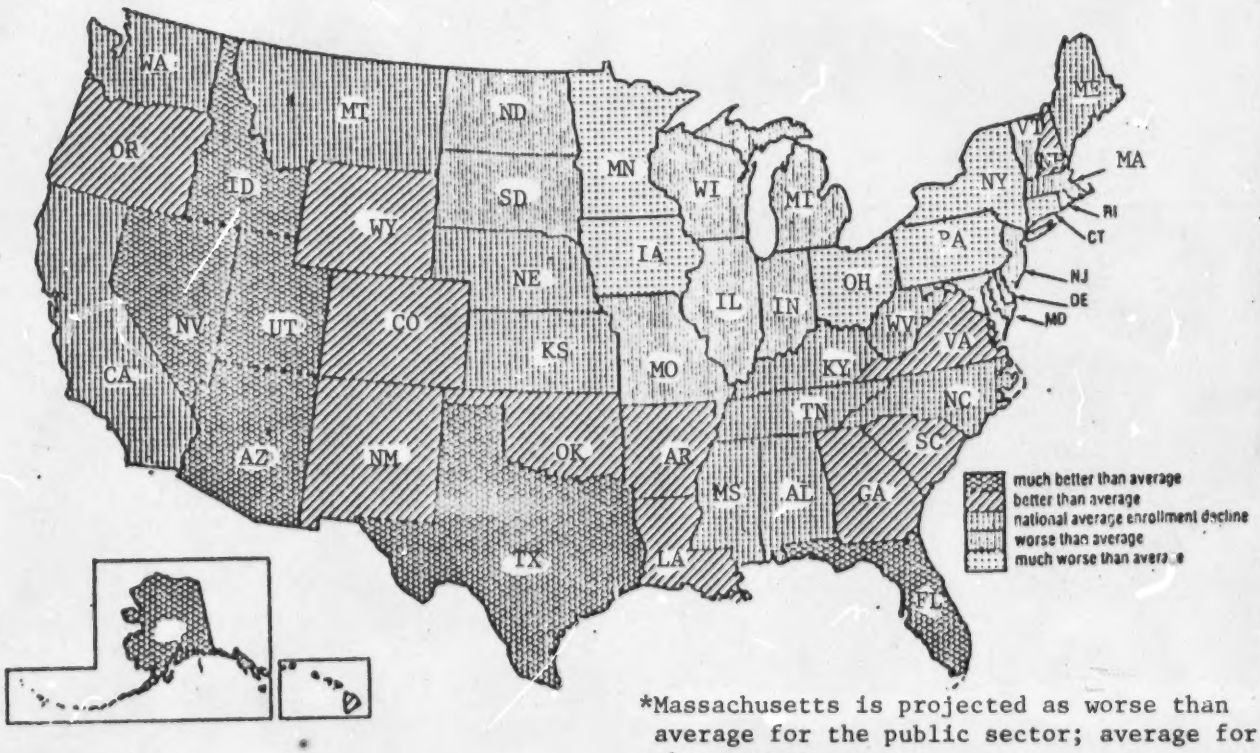
[a]Excluding specialized institutions.

Source: U.S. NCES (1979d) data adapted by Carnegie Council.

Figure II indicates that Southwestern states are least affected by enrollment declines. As you can see, the colleges and universities in the Midwest will see worse than average enrollment declines.

FIGURE II

Figure 13. Carnegie Council Projected Enrollment Trends in the 1990s Relative to the National Average



*Massachusetts is projected as worse than average for the public sector; average for the private sector.

Source: Carnegie Council estimates.

Much better than average	- FL, TX, AZ, UT, AK, NV, ID
Better than average	- OR, WY, CO, NM, OK, AR, LA, GA, SC, NH, VA, HI
National average enrollment decline	- CA, WA, MT, NE, KS, KY, WV, TN, NC, MS, AL, ME
Worse than average	- ND, SD, MO, WI, IL, MI, IN, MD, DE, NJ, MA, RI, VT
Much worse than average	- MN, IA, OH, PA, NY, CT

So what does all this business about enrollment declines mean to professionals such as yourselves involved in admissions and recruitment? You need to be aware of three major things:

1. You are going to see increased competition for students among institutions. Already, many institutions have developed aggressive marketing strategies to attract more students to their campuses. In other words, institutions have turned from sellers to buyers.

2. You will see an increased interest in extending access to non-traditional students. These institutions will broaden their missions to include lifelong learning, developmental education, vocational education, etc.

3. You will see Hispanics showing an increase in the college going cohort (Carnegie Council, 1980). The Carnegie Council found it difficult to develop separate enrollment projections for Hispanics because the Bureau of the Census failed to project the Hispanic population separately, including them under racial categories of White, Black, or other, with over 90 percent of Hispanics counted as White. Nonetheless, the Council didnot overlook 1976 U.S. Office of Civil Rights data:

In 1976, Hispanics:

--accounted for 4.8 percent of all undergraduate students

--attended two-year colleges at the rate of 59 percent, compared to 45 percent of White students

--received 2.8 percent of the 1975-76 baccalaurate degrees

--received 2 percent of the Master's degrees

--received 2.6 percent of Law degrees

--received 2.3 percent Medical degrees

--received less than 1 percent of all the doctorates

Carnegie Council, 1980:167

State Perspective

In keepting with the Carnegie Council's projections that Hispanics will comprise a growing segment of students in higher education, a 1979 Michigan Department of Education Report, Minority Students in Michigan, indicated that Michigan's Hispanic population continues to grow and that "the implication for the need for higher education for this population is therefore, increasingly important." It is clear to me from this statement that colleges and universities must begin to plan for the influx of these students right now. In my opinion, the best institutional planning occurs in anticipation of a change and not as a reaction to an already existing phenomenon.

Most of Michigan's minority students are concentrated in community colleges. From Fall 1978 to Fall 1980, Hispanic enrollment increased by 25.9 percent at two-year colleges.

ENROLLMENT BREAKDOWN

A. 15 STATE COLLEGES AND UNIVERSITIES--9.7% MINORITY STUDENTS
B. 29 PUBLIC COMMUNITY/JUNIOR COLLEGES--15.3% MINORITY STUDENTS
C. 51 INDEPENDENT COLLEGES--15.4% MINORITY STUDENTS
D. GREATEST PERCENTAGE OF MINORITY STUDENTS ARE IN PUBLIC COMMUNITY AND JUNIOR COLLEGES, 15.3%.

TOTAL HEADCOUNT IS AS FOLLOWS:

1. STATE COLLEGES AND UNIVERSITIES--2,155
2. COMMUNITY COLLEGES--3,222
3. INDEPENDENT COLLEGES--746
4. TOTAL HISPANICS--6,123 (9.4% of total enrollment)

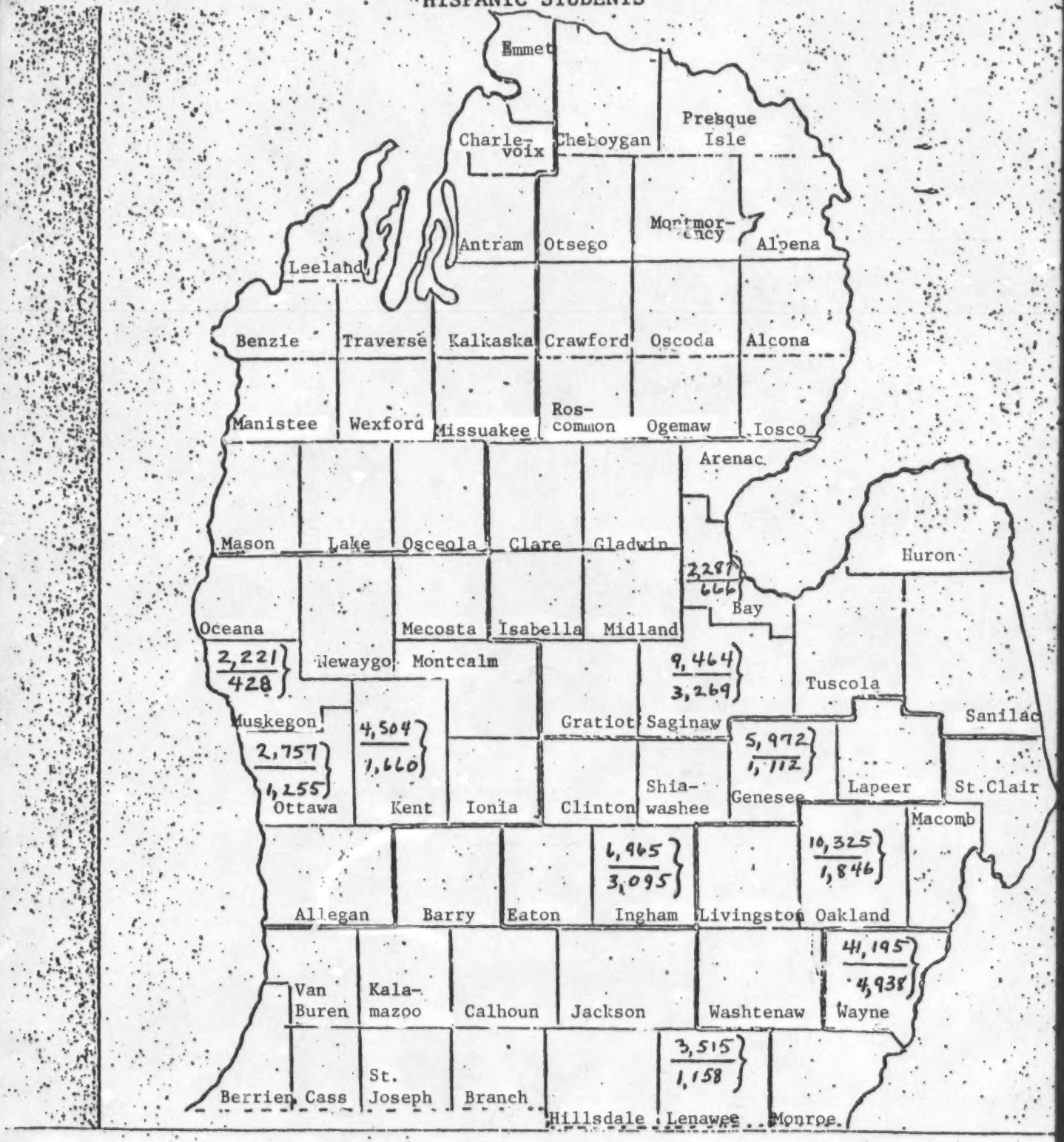
E. FROM FALL 1978 TO FALL, 1980, HISPANIC ENROLLMENT INCREASED BY 25.9 PERCENT AT TWO-YEAR COLLEGES.

HISPANIC ENROLLMENT AT UNIVERSITY LEVEL (TOP THREE)

Wayne State University	524
The University of Michigan	454
Michigan State University	361

FIGURE III

MICHIGAN PUBLIC SCHOOL HISPANIC ENROLLMENT: TEN COUNTIES WITH HIGHEST NUMBER OF HISPANIC STUDENTS



TOP NUMBER REPRESENTS PERSONS OF SPANISH LANGUAGE (Commission on Spanish Speaking Affairs: 1979 Annual Report)

BOTTOM NUMBER REPRESENTS HISPANIC ENROLLMENT IN GRADES K THROUGH 12 (Michigan Dept. of Education, Office of Hispanic Education, Racial Ethnic Census, 1979-80)

HISPANIC ENROLLMENT AT COMMUNITY COLLEGES (TOP SIX)

Oakland	1042
Delta	511
Lansing	303
Henry Ford	281
Macomb	265
Wayne County	218

Source: Michigan Fall 1980 Hegis Enrollment and Compliance Report Data

What are the implications of these figures on Michigan Hispanic recruitment?

--Articulation agreements must be established between two-and four-year colleges to serve as mechanisms in easing transfer processes for potential Hispanic transfer students.

--Two-year colleges must assess the quality of their transfer programs by conducting follow-ups of the success of transfer students.

--Two- and four-year colleges must see to it that recruitment strategies are matched by retention strategies at their respective institutions.

THE THREE R'S: RECRUITMENT, RETENTION, AND RESEARCH

In summary, all of the data I have presented points to two major findings:

1. Hispanics are grossly underrepresented at every level of higher education and

2. As the institutional hierarchy increases, the number of Hispanic students decreases; i.e. more Hispanic students are found in community colleges than in four-year colleges and universities.

In addition, what we don't know is even more critical:

1. Are Hispanic community college and four year college students achieving their educational goals? If they are not, where does the fault lie?

With the student, the institution, or both?

2. What is the success rate of collegiate institutions in retaining Hispanic students?

3. What professions and careers are Hispanic students electing? Why are they electing these occupations?

4. Why is it that Hispanic students are not attending college in numbers proportionate to their population?

5. Why is it that Hispanic students are electing to begin their college careers at two year instead of four year colleges? Should we encourage this pattern to continue?

All of these major issues point to three critical factors: Recruitment, Retention, and Research. I would like to address the Three R's from a two-year and a four-year college perspective.

THE THREE R'S AT COMMUNITY COLLEGES

Recruitment

Studies demonstrate that the two major reasons why students attend community colleges are institutional proximity and cost (Masat 1980; Knoell, 1965). For many Hispanics, the community college has traditionally represented the only place to initiate their postsecondary work. Thus, it is important for community colleges to address the following issues:

1. Recruitment literature should be aimed at the current profile of non-traditional students: women, older students, reverse transfers, academic and occupational transfers, vocational students, part-time students, etc.

2. The colleges should emphasize their open-door philosophy of equal opportunity and access with the transfer function being a viable part of the college's

mission and committment. The transfer function is more important at minority two-year institutions than at a majority two-year institution because a disproportionate number of minorities elect to initiate their postsecondary studies toward a baccaluareate at the community college. Therefore, the community colleges are in a crucial position to narrow the gap between minority and majority student attainment (Olivas, 1980).

3. The colleges should consider the possibility of setting up centers in selected city areas for students with transportation problems and setting up courses at different times and days to suit the needs of part-time students.

4. Effective junior-senior articulation should be an institutional priority. Major issues that could be addressed include:

(a) identifying barriers towards effective transfer

(b) securing financial aid

(c) policies for reverse transfers

(d) matching retention strategies at the senior institution

(e) initiating and maintaining articulation agreements with local high schools

(f) having at least one individual in charge of facilitating the transfer process for students

Retention

Very strong criticism has been lashed out at two-year colleges due to the fact that even though they were created under the guise of equal opportunity and open door accessability, they have had limited success in retaining students (Garcia and Peterson, 1980; Karabel, 1972). Instead, what appears to be happening is that students: 1)are being tracked in vocational-technical programs; 2)do not transfer; 3)do not finish any program; or 4)earn an associate or a one-year certificate and

go no further (Garcia and Peterson, 1980; Olivas, 1980; Karabel, 1972). Studies show that two-year colleges have higher drop-out rates than four-year colleges, even after student input characteristics have been accounted for (Astin, 1972; Van Alystne, 1973). Consequently, community colleges must assess the overall quality of their educational program. Recruitment must be matched by retention through the following:

1. The community college should establish a strong retention program that begins with a viable program based on student needs. A diversity of curricular programs. remedial/developmental, honors, occupational-technical, bilingual education, cluster units, day and evening classes, among others, should be made available in order to attract students with different needs and time schedules. The colleges should take caution, however, in trying to be "all things to all people". The priority should be to maintain mainstream program quality in order to improve the condition of Hispanic education. Hispanics find something special in community colleges--many times they find a sensitive faculty and staff and a close to home mileau that is warm and supportive. The colleges must go beyond that initial attractiveness and provide the leements of a high quality curriculum, with an emphasis on reading, writing, time management and computational skills. Since two-year colleges are known for their emphasis on instruction, they should hire and train committed, sensitive staff who understand, and want to deal with the student population and the philosophy and goals of a two-year college.

2. Effective counseling and guidance services should support the instructional program as part of the college's retention strategy. Transfer students, especially, should be helped to select a career goal early in college to avoid loss of credits. Students must not be forgotten beyond the freshman year. It is important to understand that transfer students experience a second access problem--transferring to a four-year college. Besides a transfer shock, they also

experience a culture shock and the combination of access difficulties and the transfer/culture shock can certainly contribute to a decline of Hispanic participation in higher education. Mere familiarization of college catalogues is hardly sufficient to assist students with the transfer process. It is important that students be properly counseled about the transfer/culture shock phenomenon, problems with financial aid, applying to four-year colleges, adjusting to a new environment, and dealing with new attitudes, among others.

Research

Also critical to the assessment of institutional quality is sound, empirical research. For example:

1. The community colleges should conduct a major retention/attrition study to examine the extent of success or failure of their present educational programs. The study should examine such issues as: What is the attrition rate of freshpersons as compared to sophomores? What are the causes of high absenteeism and poor grades? Is there any correlation between entrance exam scores and college persistence and success? Which majors do students select? Why are they selecting these majors? Are students interacting with faculty and counselors, and if they are, is this factor contributing to student retention? Study findings should be used to appropriately plan, staff and budget for different educational programs.

2. A process to follow-up students through the initial, during and after enrollment stages should be developed. Such a process would be helpful in determining grade and program progress, changes in the student's educational intent, the transfer shock phenomenon at the transfer institution, reasons for attrition, and degree or certificate earned. A composite, yearly picture of this follow-up should be provided to administrators, faculty, counselors and other interested parties to aid them in planning their department's priorities.

3. Institutional research must become an institutional priority. Many issues at community colleges need careful, well-researched study through a research office. It may be possible to encourage tenured faculty in programs that have experienced severe declines to conduct research on access, transfer, and retention issues. This office should also be responsible for maintaining and updating a centralized student information system where a student profile, choice of major, type of degree awarded, among others, can be kept. This office should also conduct an institution specific transfer student follow-up and a Hispanic student study.

Currently, not much good research is available on Hispanic students. Since the Hispanic population is expected to increase in this decade, this research is essential, and should be published in the community, in educational journals, and shared with other institutions enrolling similar kinds of students who wish to build their recruitment and retention strategies around student needs.

THE THREE R'S AT FOUR-YEAR INSTITUTIONS

Of course, many of the recommendations I have set forth for two-year colleges should also apply to four-year institutions.

As President of The University of Michigan's Coalition of Hispanics for Higher Education, I and three other individuals presented a Hispanic Report to The University of Michigan's Board of Regents in April of 1981. We felt that it was time that Hispanic issues gain visibility and that we could not have the luxury of assuming that the predominantly White administration would take the initiative to investigate and address Hispanic concerns. We must always keep in mind that the Hispanic constituency represents a minute proportion of the staff in colleges and universities. In addition, neither Whites, Blacks, or other minorities fully understand our needs and concerns. As a result, we must take the role of educating

non-Hispanics, and take the initative to see that changes take place.

I would like to share our recommendations to the Regents with you because I feel that they have applicability not only at The U of M, but at other four-year institutions as well. Again, we focused primarily on retention, recruitment, and research.

I. Immediate efforts should be taken to increase Hispanic retention by:

A. Recruiting and hiring Hispanic faculty and administrators who can provide academic guidance and who can serve as role models;

B. Diversifying curricular offerings to include courses dealing with Hispanic history, culture, art, language and literature that can help students clarify their self images, understand their ethnic heritage, and ease interaction with the dominant culture;

C. Expanding academic and counseling support stystems such as tutorial components staffed with competent Hispanics who can deal with Hispanic student needs.

II. Improved recruitment strategies should be implemented with the following considerations in mind:

A. Offering a competitive financial aid package for undergraduate and graduate students;

B. Increasing articulation agreements with Michigan community colleges where Hispanics and other minorities are concentrated;

C. Developing and disseminating informational recruitment brochures/pamphlets written in Spanish and English directed to Hispanic students and their parents;

D. Hiring admissions personnel who are sensitive to concerns of prospective Hispanic students;

E. Designing a concise guide to help students work through all of the necessary paperwork at each stage of the admissions and financial aid processes;

F. Publicizing a toll free number extensively to facilitate admissions inquiries and making a Watts line accessible for recruitment purposes;

G. Working toward the goal of ensuring that the composition of Hispanic students and professional staff reflects the national Hispanic population average, since The U of M is a national University;

H. Developing a network of state contacts with counties having the highest percentage of Hispanic students and with the State Department of Education's Office of Hispanic Education and the La Raza Council to the State Board of Education.

III. An institutional research study that examines the nature and causes of attrition for Hispanics and other minorities should be activated immediately with results presented to the Regents, Deans, interested students, and other appropriate individuals.

IV. Hispanic data for students and staff should be disaggregated to reflect and accurately identify the varying ehtnic and cultural constituencies present in this cohort.

V. Concrete and viable channels should be established whereby Hispanics may become more involved in the decision-making processes about the issues that impact this group.

Conclusion

I am certain that I have not covered all of the issues pertaining to Hispanics in higher education. However, I hope that the topics that we have discussed here today can serve as an impetus for our professional development and awareness. Please join me in the committment to return to our campuses and proceed with unrelenting efforts to affect the metamorphosis of our postsecondary institutions from agents of nonresponsive stagnation to innovative exponents of equal accessability and educational excellence for nuestra raza.

JAN 15, 1982

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